

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

APR 29 1937

CLASSICAL WEEKLY

VOL. 30, NO. 22

APRIL 26, 1937

WHOLE NO. 819

CONTENTS OF THIS ISSUE

YOUR TURN (Editorial)

LATIN EXAMINATION: Report of the Commission Appointed by
the College Entrance Examination Board

REVIEWS

Joannou, Die Erfahrung in Platons Ideenlehre (*Hoffleit*) ; Opheim,
The Aristaeus Episode from Vergil's Fourth Georgic (*Hahn*)

Selected Epigrams of Martial

Send
for an
examination copy.

Edited by

HUBERT McNEILL POTEAT, Ph. D.
Professor of Latin, Wake Forest College

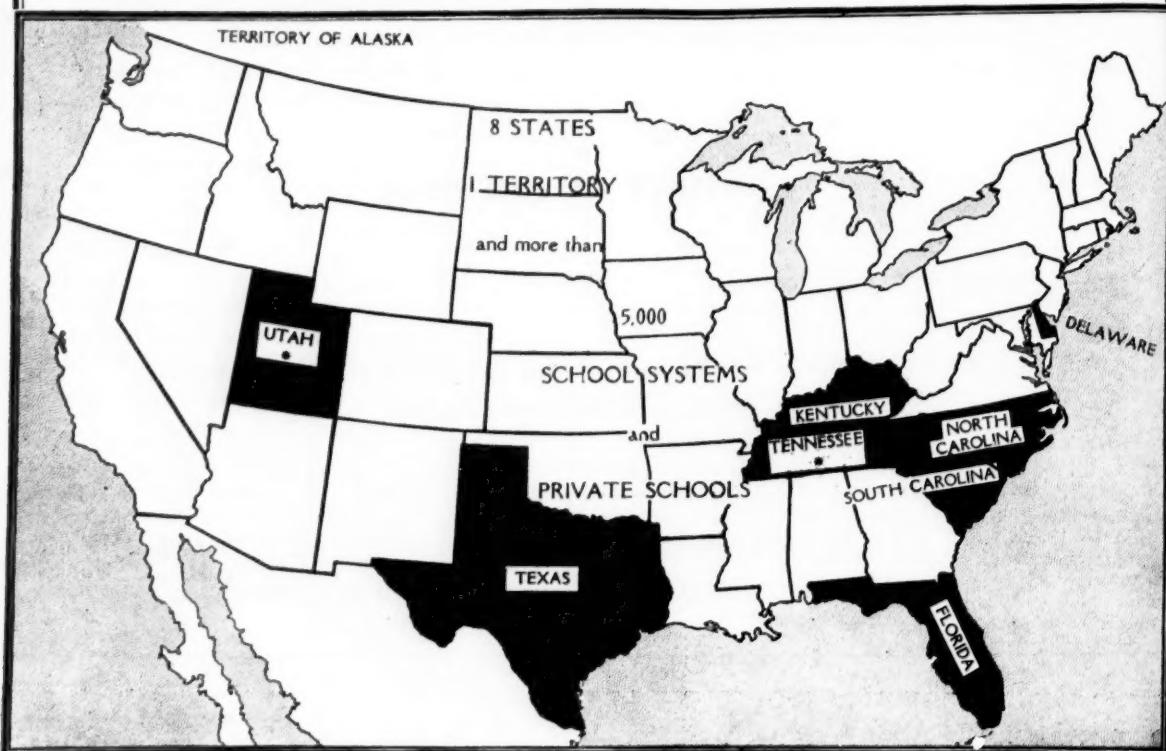
A VOLUME that is most helpful to those teachers who wish to make use of certain lines for translation by third- and fourth-year students. It has been prepared especially for college men and women, rather than for advanced students or specialists.

The introduction refers briefly to Martial's life, works, and meters, and ends with a paragraph on the epigram in general.

261 pp., 5 x 7 1/4. List \$2.00

PRENTICE-HALL, Inc. 70 Fifth Avenue, N. Y.

Teachers and students continue to prefer the ULLMAN & HENRY LATIN BOOKS. Their sound qualities are winning for them the sustained support of progressive schools in all parts of the country.



* Indicates co-basal use

A SUMMARY OF THE WIDESPREAD USE OF THE ULLMAN & HENRY LATIN BOOKS

The state adoptions now held by these books are shown in solid black. Of these, North Carolina is the latest state to declare (December, 1936) for ULLMAN & HENRY. In the map above, no attempt has been made to indicate or list the many counties, cities, villages, and private schools (over 5,000 in all) which are using ULLMAN & HENRY. They are scattered through all sections of the country not covered by state adoptions.

THE MARVELOUS RECORD ESTABLISHED BY THE ULLMAN & HENRY LATIN BOOKS

IS IMPRESSIVE EVIDENCE THAT SCHOOLS RECOGNIZE THE PRACTICAL
VALUE OF ENLIGHTENED AND EXPERIENCED AUTHORSHIP AND OF
SOUND PUBLISHING PRINCIPLES IN THEIR LATIN TEXTBOOKS

NEW ELEMENTARY LATIN—Revised
New Progress Tests in Latin

NEW SECOND LATIN BOOK
THIRD LATIN BOOK

NEW YORK
CHICAGO
BOSTON

THE MACMILLAN COMPANY

ATLANTA
DALLAS
SAN FRANCISCO

giving D
twenty-sl
0
Distribut
A
(includin
P
to others
affidavit
E
for mailin

VOL. 3

Wit
office t
editor

(1) ..

rep
ar
line
on
sch

(2) ..

ret
con
wa
rea
no

It is
self pu
has ma
that it
follow.
cism is
and ge
tyros, a
will tel
want to

On t
ten to t
would
cards a
policy o
The la
various
seconda
drawing
isified b
80, espe
reasons
editor

So fa
our fift
we shou
of CW

CLASSICAL WEEKLY

Published Mondays from October through May except in weeks in which there is a legal or school holiday (Columbus Day, Election Day, Thanksgiving Day, Christmas, New Year's Day, Lincoln's Birthday, Washington's Birthday, Easter Sunday, Decoration Day). A volume contains approximately twenty-six issues.

Owner and Publisher, The Classical Association of the Atlantic States. Place of Publication, Washington Square College, New York University. Distributed by Prentice-Hall, Inc., New York City. Printed by Lenz & Riecker, Inc., New York City. Editor, Casper J. Kraemer, Jr.; Associate-Editor, Ernest L. Hettich; Advisory Board: George D. Hadzsits, Charles Knapp, David M. Robinson.

Address all business communications to John F. Gummere, William Penn Charter School, Germantown, Philadelphia; all other correspondence (including requests for back numbers) to the editor, New York University, 100 Washington Square East, New York, N. Y.

Price, \$2.00 per volume in the United States; elsewhere, \$2.50. All subscriptions run by the volume. Single numbers: to subscribers 15 cents, to others 25 cents, prepaid (otherwise 25 cents and 35 cents). If "invoice" is required, 50 cents must be added to the subscription price; if affidavit to "invoice" is required, one dollar must be added to the subscription price.

Entered as second-class matter, November 18, 1907, at the Post Office, New York, N. Y. under the Act of Congress of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of October 3, 1917, authorized June 28, 1918.

VOL. 30, No. 22

APRIL 26, 1937

WHOLE NO. 819

YOUR TURN

Within two days there came into the editorial office two letters from people whose judgment the editor respects.

- (1) ...I like the Weekly much better in the new regime. I even read it. Some of the abstracts are tantalizingly brief, but I suppose space is limited. In any case I congratulate the editor on revivifying the Weekly, and I hope that schools like it as well as we do.
- (2) ...May I also add that I wish the Weekly might return to its old form and style? Today it is a compendium, a compilation. In former days it was often a genuine literary treat. I always read it with pleasure and profit. Today it makes no appeal.

It is no new thing for an editor to confess himself puzzled about what his readers want. CW has made so many changes during the past year that it would be unnatural if criticism did not follow. Now that subscriptions are due, criticism is beginning to appear, but only in vague and general terms. The editors of CW, being tyros, are perhaps naive in thinking that readers will tell them definitely what to do. But they do want to know.

On the basis of letters which have been written to the editor since last September the decision would seem easy. Fifty-three letters or post-cards approve without reservation the present policy of the Weekly; four strongly disapprove. The larger group comes from men teaching in various universities; the smaller group, from secondary school teachers. Are we justified in drawing the conclusion that college men are satisfied but that school teachers are not? We think so, especially since the school teacher for various reasons does not take the trouble to write to the editor his criticism of existing policy.

So far so good. What then is to be done? If our fifty-seven letters had been more concrete, we should be in a position to analyze the features of CW which do and which do not meet with

approval. But this is not possible. All that can be learned from the following letter, for example, is that the writer distinctly does not like the Weekly:

Dear Sir:

Please discontinue my subscription to Classical Weekly. I am paid up to the end of the year, but it would be an absolute waste of money for me to renew, and you might as well save postage by stopping it now. I won't take it from the post office again.

Yours truly, . . .

No reply was elicited by a request for more exact information.

So this editorial becomes a personal appeal. What I should like to be able to do would be to address by name the present reader of these words (YOU, as the newspaper man would put it) and ask him in person to write me what he thinks should be done with CW next year. Perhaps the reader of these words will allow himself to be persuaded that *he*, and not the vague 'general reader', is really being asked for his personal opinion.

1. Do you like the present CW or did you prefer the former one? Or are you dissatisfied with both?
2. Do you find helpful the policy of reviewing many books promptly?
3. Is the range of books covered by the reviews too wide or too narrow?
4. Are the reviews themselves too long or too short, too scholarly or not scholarly enough?
5. Is Recent Publications useful? Or should it be omitted entirely?
6. What changes, if any, should be made in the choice of books, the arrangement, or the descriptive comments?
7. Do you approve of Abstracts of Articles?
8. Should these abstracts be longer, more inclusive, unclassified, more selective, etc.?
9. Does Classical News interest you? If so, will you occasionally send items to Professor Hadzsits?

So much for the present features of the Weekly. Assuming that you disapprove in whole or in

part of the present Weekly, what changes should be made next year?

1. Should there be inaugurated a separate section of Abstracts of Articles, dealing with education and teacher's problems?
2. Should there be more articles of the type of J. W. Alexander's *The Future of Classical Studies* in CW 30 (1937) 127-135?
3. Should the tone of the Weekly be less severely impersonal, i.e. would it be improved by editorials or additional communications from readers?
4. Should there be more articles? If so, should they be scholarly, popular or pedagogical?
5. Should there be propaganda for the classics?
6. Should there be discussion of teachers' problems?

Here is a letter which arrived early last fall. You may not agree with the writer's views, but you will help the editor by writing your own as pointedly and specifically.

Dear Editor:

I am writing frankly in answer to the request in your opening editorial for criticism. Criticism there is, and here you have it for what it is worth.

The reason why there have always been so few readers of *Classical Weekly* is that Professor Knapp's policy did not interest high school teachers. The only way to get these people back is to put in stuff that they can understand and will read. But when I analyze numbers 1-3 of the present volume I find the following:

In number one an article by Prentice which might possibly interest teachers, but a review which means absolutely nothing to them. Bear in mind that I am dealing with things as they are, not as they ought to be. And CW for me is really worth something now. But the run of mill teacher can't read any language but English and neither knows nor cares about research or reference works. The Recent Publications department, an extremely valuable thing, is ninety per cent unintelligible to them.

Number two, skipping the eulogy of Professor Knapp, contains reviews of six books only one of which (Frank) would mean anything to secondary-school teachers.

Number three has good information on two novels which are right in line with teachers' interests. Otherwise, nothing—always excepting the *Classical News*. From long association with such people in various capacities I know that they are overworked, under-informed and disinclined to take time for anything outside of what might be described as practical matters, bearing directly on their classroom endeavors.

If you want to reach teachers you must talk the language of the regular classroom teacher. Every word of the Weekly should be intelligible to him, and every issue should contain information about things that are of immediate value and used in class work.

I suggest that you introduce something controversial into the Weekly. What about an argument for proper use of translations in college work or in connection with outside reading? What about discussion of the progressive education? What about views on tests and testing?

Keep in mind, of course, that you can't please everybody and that you have to make some of the decisions for yourself.

Cordially yours, . . .

Professor Hettich and I have shown in the current volume that we have made decisions for ourselves. The Weekly as it stands now is in the main what we feel it should be. But we are ready to make changes if you, who will profit by them, will take the trouble to show us that they are desirable.

C. J. K., JR.

THE CEEB REPORT

In 1935 the College Entrance Examination Board appointed the following Commission to study the examinations in Latin:

PROFESSOR WILLIAM C. GREENE, Harvard University (Chairman)

PROFESSOR WILBERT L. CARR, Teachers College, Columbia University

MISS MILDRED DEAN, Theodore Roosevelt High School, Washington, D. C.

MR. WILLIAM S. ELDREDGE, Central High School, Philadelphia, Pa.

PROFESSOR GEORGE MCLEAN HARPER, JR., Williams College

PROFESSOR JOHN C. KIRTLAND, Phillips Exeter Academy, Exeter, N. H.

PROFESSOR WHITNEY JENNINGS OATES, Princeton University

MR. HOWARD T. SMITH, Milton Academy, Milton, Mass.

PROFESSOR LILY ROSS TAYLOR, Bryn Mawr College

The findings of this commission were submitted to the Board in April 1937. The editors of CW, feeling that the report will be of great interest to our readers, are happy to be able to print it in the present issue. The CEEB wishes to give the report the widest possible publicity and earnestly requests from all teachers, groups of teachers and educational associations full expressions of opinion. The Board pledges itself to take no definite action until due time has been allowed for such expression.

The report contains a sample question paper which will serve as an illustration of one way in which the commission's recommendations might be made effective. Future examiners will not be under any obligation, however, to accept this form as a model or even as a guide in the preparation of examination papers.

The Executive Secretary will be glad to send additional copies of this report upon receipt of ten cents per copy or five cents per copy if fifty or more copies are requested at the same time. The address of the College Entrance Examination Board is 431 West 117th Street, New York, N. Y.

REPO
BY
TIC
IN

To the
your
the f

The
the o
and I
been
of on
becau

Two
Comm
votes
in Fe

(2)

Best
eral q
exam
tion o

REPORT OF THE COMMISSION APPOINTED BY THE COLLEGE ENTRANCE EXAMINA- TION BOARD TO STUDY EXAMINATIONS IN LATIN

To the College Entrance Examination Board:

The Commission appointed in accordance with your vote of April 10, 1935, has the honor to make the following report:

The Commission has held three meetings, in the offices of the Board, on January 18, April 25, and November 14, 1936. All the members have been present at each meeting with the exception of one member who was absent from one meeting because of illness.

Two specific questions were referred to the Commission; these were stated as follows in two votes passed by the Secondary Education Board in February, 1935:

- (1) In the belief that sight-translation, the answering of questions upon a passage set for "comprehension," and the writing of Latin constitute a more complete test of knowledge of grammatical facts than the writing of inflections and the labeling of constructions, and that knowledge of the facts is of educational significance only so far as it is used in reading the language, this Conference respectfully recommends to the Examiners of the College Entrance Examination Board that hereafter no formal questions on grammar be included in Latin 2; and that there be added to that paper a second passage for translation at sight or, preferably, for "comprehension." (Passed by unanimous vote.)
- (2) Inasmuch as the writing of Latin in most American schools is only a form of grammatical drill, and has no value for the cultivation of style or an appreciation of style, and inasmuch as the time spent in such drill might be used more profitably in reading beyond the amount now possible, this Conference respectfully recommends to the Examiners of the College Entrance Examination Board that the present Part IV be omitted hereafter from Latin 3; and that in place of it there be set a second passage for translation at sight or a second passage for "comprehension." (Passed by majority vote.)

Besides these specific questions, the more general question of increasing the reliability of the examinations in Latin was brought to the attention of the Commission.

In its deliberations the Commission has realized the responsibility of the examinations of the Board not only in fulfilling their avowed purpose, by testing the present competence of the individual candidates, but in at least two other respects. One of these is their influence, direct or indirect, on the methods of instruction practised in the schools. This influence, though not a purpose of the examinations, is inevitably a result; yet the Commission believes that the examinations should not unduly hamper the schools in their choice of methods. On the other hand the examinations, while testing present competence, should provide an indication of the qualifications of at least the superior candidates for the continuation of the subject in college.

The Commission holds that the principal value to be gained by the study of Latin, especially in the earlier stages, is the ability to read Latin, with the logical and linguistic ability which such study promotes. Nothing else, in the classroom or in the examination, should detract from this emphasis. In the later stages of school study, as in more advanced study, the appreciation of literary qualities and of historical and social movements deserves increasing emphasis, though the reading of Latin should continue to be the chief means to this end.

With these principles in mind, the Commission considered the two specific questions referred to it. With regard to the first, the Commission voted:

- (A) To recommend to the Board that questions calling for the writing of inflections and the labeling of constructions be omitted from Latin 2.

This vote does not imply that the Commission considers accurate grammatical knowledge to be less important than formerly, but rather that it believes that it is possible to test such knowledge adequately by means of sight-translation, "comprehension" questions, and simple composition questions. It is assumed that the schools will continue to devote such time to grammatical study as is necessary to secure the ability to translate, to "comprehend," and to "compose." Training in grammar, never an end in itself, now becomes the responsibility of the schools. It may be added that the Examiners in Latin anticipated the votes of the Secondary Education Board and of the Commission by omitting grammatical questions from the examinations prepared for 1935 and 1936.

With regard to the second specific question, the Commission is convinced that the writing of Latin is, under favorable conditions, a training

of great literary and linguistic value; but it realizes that in many schools the writing of Latin accomplishes little more than grammatical drill, and moreover that it may take time that could be more profitably spent in reading Latin. The problem is one of preserving the opportunity of writing Latin for those who will profit by it, without forcing it upon those who will not profit by it. Accordingly the Commission voted:

(B) To recommend that Latin 2 consist of Translation, Comprehension and Composition, and that the composition section be composed of two parts: passages for comprehension, with questions in Latin to be answered in Latin; and sentences in English to be rendered into Latin.

With regard to composition beyond the Latin 2 level it voted:

(C) To recommend that questions in Latin prose composition be provided in both Latin 3 and Latin 4, with alternatives in the form of additional passages of Latin to be translated at sight.

Thus candidates who have had some training in composition of a more advanced character will have opportunities to show their attainment; other candidates may substitute the translation into English of passages which may be slightly more difficult than those that precede them. Here again the schools and the candidates must take the responsibility of deciding how far to continue with the writing of Latin.

The Commission has considered at length the more general question of increasing the reliability of the examinations in Latin. Reviewing the history of those examinations over a period of many years, the Commission is inclined to believe that they have made great progress in fairness and reliability. In particular, the shift from the translation of prescribed works to the translation or comprehension of passages to be undertaken at sight has been a notable gain. The examinations now measure the comparative abilities of candidates to meet a common standard although their preparation may have been of different kinds; and the tests are concerned principally with the objective which the variously prepared candidates have all had in view, namely, the ability actually to read Latin. The Commission voted:

(D) To recommend that the use of comprehension questions be continued, with an effort to improve the technique of this kind of examining.

The possibility that examinations, or parts of examinations, may vary in difficulty from year

to year, in spite of the effort of the Examiners to maintain an even level, has been noted by the Associate Secretary of the Board (in the Thirty-Third Annual Report, pages 59-66); the rescaling of the marks, however, now corrects undue fluctuations.

One phase of the question of reliability which the Commission has considered fully is connected with the trends of school training in Latin. Although the Latin candidates probably represent a higher average level of ability than do the candidates in prescribed subjects, such as English, there is an increasing range of difference in their preparation. At one end of the scale there are the great majority of students, who continue the study of Latin for not more than two years; many of these are seriously hampered by the fact that they come to the study of Latin with no previous knowledge of grammatical ideas and terminology. At the other end of the scale are ambitious students, some of whom read considerably more Latin than the minimum amount ordinarily read by school students, and many of whom continue the study of Latin in college. Information in the possession of the Commission indicates that in a number of schools students are doing in advanced courses, in Latin as in certain other subjects, work of the kind that is ordinarily carried on in freshman courses in the colleges, and that such students are subsequently being admitted, as freshmen, to sophomore courses. It is not easy to derive from the present type of Latin examination an adequate description of the several kinds of candidates,—of those who may be said to have derived from two, from three, or from four years of study the minimum benefit that such study should imply, but no more; and of those whose four years, more or less, of Latin indicate that they could profitably continue the study, either as a principal interest or as an interest ancillary to other studies.

The Commission does not believe that the minimum standard of the examinations should be lowered, in order to conform with the attainments of insufficiently prepared candidates; yet within the scope of the examinations it may be proper to experiment with kinds of questions that elicit in different ways a description of the attainments of the candidates. The Commission considered the feasibility of adding a new examination, which might be called Latin 5; or again, of reorganizing the examinations, as Alpha, Beta, and Gamma examinations in Latin. In either case a primary aim would be the discovery of candidates of superior attainments. It was felt, however, that one of the best features of the advanced work carried on in some schools is its

informality and spontaneity, and that it would be difficult to set a special advanced examination that would not restrict to narrower limits the greatly varied reading of different schools. Moreover some colleges already admit to advanced standing, without special examination, students who have done good work in an advanced school course. The Commission accordingly dismissed from further consideration the question of introducing a special advanced examination, and voted:

(E) To recommend that the Latin examinations take the form of a single, continuous paper, with interlocking sections of progressive difficulty; and that it proceed from the present minimum level to a point somewhat above the present maximum level, the candidates seeking credit for attainment at the several levels for two, for three, or for four or more years of Latin being directed to begin at appropriate points in the examination and to continue as far as they are able.

(F) To prepare a specimen examination of the type recommended, to be circulated with this Report.

The specimen examination paper is included as a supplement to the present Report, and will exemplify the principles which the Commission has in mind. It will be noted that the chief emphasis remains on the testing of the candidates' ability to read Latin, whether by translation at sight or by comprehension; yet a greater emphasis than in the past is placed on the opportunity of the candidates to show how far they have gained an appreciation of literary qualities and an understanding of the historical background of Latin literature. In Latin 2 an experiment is made in the introduction of questions asked in Latin and to be answered in Latin. This technique is reported as having succeeded in certain schools in helping young pupils to grasp linguistic principles, and in stimulating their interest. Throughout the examination, comprehension questions are utilized both as a test of linguistic understanding and as a means of discovering the candidates' grasp of literary and historical matters. Here an attempt is made to distinguish between questions that test their ability to deal with the factual content of a particular passage and questions that deal with such background material and such ideas as are less directly implied in it. The latter are less tangible and less easy to test; indeed, not everything that is of value in a Latin course can be directly tested in any one examination. Yet the Commission knows that all good teachers of Latin find room in their

teaching for these less tangible matters, and believes that the Board itself would be at fault if its Latin examinations did not make a determined attempt to recognize excellence in them. Both the teachers and the Board would be doing less than their whole duty if they spared any effort to counteract the popular impression that Latin study, being in its early stages chiefly linguistic, is only linguistic in all its stages.

It will be noted that in accordance with Vote C passages for translation into Latin are provided, with alternatives, and are so placed that candidates offering Latin 3, Latin 4, or Fourth Year Latin may include them as a part of their evidence of attainment. By this arrangement Latin composition is not prescribed for these candidates; but it is expected that ambitious candidates will be likely to take advantage of the opportunity thus presented.

The Commission believes that the type of examination which is recommended is so flexible that it meets the needs of candidates who have received different kinds of preparation. Not only would an actual examination constructed in accordance with these recommendations provide for candidates who had read either prose or poetry in the third year, but it could be utilized by the Examiners, if they should see sufficient reason, to test candidates who had combined poetry with prose in a given year.

Although no vocabulary assistance is provided in the specimen paper, the Commission recommends that in papers prepared for actual use such assistance be provided, in the case of words not included in the Word List published by the Board, the assistance being adjusted to the ranges of questions to be attempted by candidates at the several levels of the examination.

The Commission is glad to report that all its recommendations are made unanimously.

Respectfully submitted,

WILBERT L. CARR,
MILDRED DEAN,
WILLIAM S. ELDRIDGE,
GEORGE M. HARPER, JR.,
Secretary,

JOHN C. KIRTLAND,
WHITNEY J. OATES,
HOWARD T. SMITH,
Secretary,
LILY ROSS TAYLOR,
WILLIAM C. GREENE,
Chairman.

**Specimen Examination in Latin
for the
College Entrance Examination Board**

Explanatory Notes

1.] Publication of a specimen examination to accompany the report of the Latin Commission has been undertaken to parallel the sample form of the Mathematics Attainment Test which accompanied the report of the Mathematics Commission. This specimen paper indicates in general the type of questions and examination structure which the Commission would recommend, but from which the regular examination may deviate somewhat. For example, there may be fewer or more items in Part IV of a regular examination.

2.] The items in Part IV will be arranged in ascending order of difficulty, and the interlocking feature of this part will provide, it is hoped, the same information in regard to a candidate's achievement in Latin as is to be derived with reference to mathematics from the Alpha, Beta, and Gamma tests, which are similarly interlocked.

3.] The results of the examination, with the exception of Part II, section C, and Part III, section C, will be reported on a scale of which the mean is 500 and the standard deviation is 100. The candidates will be arranged in order of merit. Section C of Part II and Part III, where the candidate has the option of doing more translation or of demonstrating his ability in Prose Composition, will be graded separately. Hence two ratings will be reported to the colleges for all candidates taking Part II or Part III.

4.] It should be noted that the structure of Part IV makes it possible for questions of a more advanced character to appear in its upper levels. A high rating in Latin 4 or in Fourth Year Latin therefore will justify advanced placement by the colleges in Latin courses. Further, this arrangement makes it possible formally to recognize the advanced or fifth-year Latin courses which are now being given in a number of secondary schools. In other words, a candidate who has taken five years of Latin will be able to demonstrate his attainment in this examination.

5.] Under the general form of the paper provision can be made for candidates who have studied prose and poetry in either order, or for those whose preparation has been such that their ability can best be indicated by translation and comprehension of passages in both forms. The present specimen paper does not attempt to provide for all types of students; but is designed for those who have followed the customary course of Latin study, with prose studied primarily in the third

year, and poetry primarily in the fourth year. A regular examination under this scheme, however, would contain a separate set of questions to parallel Parts II, III, and IV, but designed to examine those candidates who had studied poetry in the third year and prose in the fourth; it could also be utilized by the Examiners, by the addition of specific directions, to test candidates who had combined poetry with prose in a given year.

6.] Provision in this paper has been made for candidates taking Fourth Year Latin (Poets), i.e., the equivalent of the present examination Latin H. It should be noted that such candidates have been instructed to begin with question 11 in Part IV, and to answer as many questions as possible. Hence they will answer questions which deal with poetry exclusively. However, the highest levels of Part IV, which are designed to test those of superior achievement, might well contain passages in prose, in order to allow a student of exceptional ability to demonstrate his full attainment in Latin, even though he is submitting himself as a candidate only for Fourth Year Latin (Poets). Although the specimen paper does not contain twelve questions for these candidates to attempt, it is, of course, the recommendation of the Commission that the examination for Fourth Year Latin be equal in length to the examination in Latin 3 and Latin 4. This could have been indicated by adding four more questions to Part IV. However, since the number of questions in Part IV is purely arbitrary, the Commission felt it unnecessary to add to the number of questions in the specimen paper. The Commission hopes that the eighteen examples adequately illustrate the type of question it would recommend. For the same reason, no attempt is made here to illustrate the similar provision that would be made for the present Latin K candidates.

7.] Attention should be called to the fact that some of the comprehension questions in Part IV differ in character from those which have been set in recent Board examinations. Some are of the present type, involving only what may be found in the Latin passage itself. The others, however, involve inference on the part of the candidate, his ability to reason, and in the upper levels, his grasp of literary values.

8.] No vocabulary assistance has been given in the specimen paper, since this would have involved a large amount of useless labor. However, the Commission recommends that the same practice as has obtained in recent years with respect to vocabulary aid be continued. A regular examination constructed along the lines of the specimen paper would contain adequate assistance, and would conform with the principles which all

Committees of Examiners have scrupulously observed since the publication of the Latin Word List by the College Entrance Examination Board.

9.] In most cases the Latin passages in the specimen paper have been taken from old Board examinations in Latin. Indication of the year in which they appeared has in each instance been given.

Instructions

Latin 2. Candidates who wish credit for Two-Year Latin will take Part I and Part IV, beginning with question 1 and answering as many questions as possible.

Latin 3. Candidates who wish credit for Three-Year Latin (Prose Authors) will take Part II and Part IV, beginning with question 1 and answering as many questions as possible.

Latin 4. Candidates who wish credit for Four-Year Latin (Poets) will take Part III and Part IV, beginning with question 7 and answering as many questions as possible.

Fourth Year Latin. Candidates who wish credit for Fourth Year Latin (Poets) will take Part III and Part IV, beginning with question 11 and answering as many questions as possible.

Read the passages through before beginning to write. Use idiomatic English.

Suggested division of time:

Part I —2 hours

Part II —1 hour and 40 minutes

Part III —1 hour and 40 minutes

Part IV —

For candidates taking Latin 2 —1 hour

For candidates taking Latin 3 —1 hour and 20 minutes

For candidates taking Latin 4 —1 hour and 20 minutes

For candidates taking Fourth Year Latin —1 hour and 20 minutes

PART I

A

Write a translation of the following passage:

King Pharnaces tries to avoid a battle, first by friendly phrases, afterwards by delay.

Cum Caesar in Pontum venisset, legati a Pharnace missi ad eum adeunt atque orant ne eius adventus hostilis esset; facturum enim omnia Pharnacem quae imperata essent. Maxime commemorabant nulla Pharnacem auxilia contra Caesarem Pompeio dare voluisse, cum Deiotarus, qui dedisset, tamen amicitia eius uteretur. Caesar respondit se fore aequissimum Pharnaci, si quae polliceretur exsecuturus esset. Monuit autem lenibus verbis legatos ne nimis eo gloriarentur beneficio, quod auxilia ad Pompeium non misissent; imperavit ut ex Ponto rex decederet omniaque

restitueret sociis civibusque Romanis quae iis eripuisset. Sed Pharnaces liberaliter omnia pollicitus, cum Romam contendentem Caesarem speraret facilius crediturum suis promissis quo celerius ad res magis necessarias proficiseretur, decedendi diem postulare longiore coepit. Caesar cognita calliditate hominis celerius omnium opinione proelium commisit.

De Bello Alexandrino 69-71 (adapted)

(June 1932)

B

1. Do not translate the following passage but answer *in Latin* the questions set below it. Use the words of the passage to make your answer, but change their form in order to make what you write an exact reply to the question. Your answers must be in the form of complete sentences.

At Caesar expositis militibus eodem die Oricum proficiscitur. Quo cum venisset, L. Torquatus, qui iussu Pompei oppido praeverat praesidiumque ibi Parthinorum habebat, conatus portis clausis oppidum defendere, cum milites murum ascendere atque arma capere iuberet, illi autem se contra imperium populi Romani pugnaturos negarent, oppidani etiam sua sponte Caesarem recipere conarentur, desperatis omnibus auxiliis portas aperuit et se atque oppidum Caesari dedit, incolumisque ab eo conservatus est.

Caesar, De Bello Civilis, iii, 11 (adapted)

- Quem Pompeius oppido Orico praefecrat?
- Quid ille oppidi defendendi causa fecit?
- Quid militibus imperavit?
- Cur portae oppidi apertae sunt?
- A quo oppidum deditum est?
- Interfecitne eum Caesar?

2. Translate into Latin:

The people of Oricum, although Pompey had given them a garrison, were eager to admit Caesar within their walls. Nothing could have been more fortunate, since it was necessary for Caesar to capture the town.

C

Explain why Caesar wrote his *Commentarii de Bello Gallico*.

PART II

A

Write a translation of the following passage:

The historic claims of Sicily on the consideration of Rome.

Cum omnium sociorum provinciarumque rationem diligenter habere debetis, tum praecipue Siciliae, iudices, plurimis iustissimisque de cau-

sis, primum quod omnium nationum exterarum princeps Sicilia se ad amicitiam fidemque populi Romani applicavit. Prima omnium provincia est appellata; prima docuit maiores nostros quam praeclarum esset exteris gentibus imperare; sola fuit ea fide benevolentia erga populum Romanum ut civitates eius insulae, quae semel in amicitiam nostram venissent, numquam postea deficerent, pleraque autem et maxime inlustres in amicitia perpetuo manerent. Itaque maioribus nostris in Africam ex hac provincia gradus imperi factus est; neque enim tam facile opes Carthaginensis tantae concidissent, nisi illud rei frumentariae subsidium nobis pateret. Qua re P. Africanus Carthagine delecta Siculorum urbes signis monumentisque pulcherrimis exornavit ut, quos Victoria populi Romani maxime laetari arbitrabatur, apud eos monumenta victoriae plurima conlocaret.

Cicero, *Actio in Verrem Secunda*, ii, 1, 2 (adapted)

(June 1934)

B

Show how knowledge of Roman civilization may be derived from the orations of Cicero which you have read.

C

Answer either question 1 or question 2.

1. (In writing the following passage, consider at every step the meaning rather than the English form of expression. Translate ideas rather than words.)

Translate into Latin:

The leadership of the resistance to Cicero's recall thus fell to Clodius, who entered on this task as a labour of love. The reckless tribune had already quarrelled with Pompey on other matters, but the proposal in regard to Cicero roused him to actual fury. He had the mob of Rome well organized and he turned his rabble loose on Pompey. In doing this he ran little risk as long as the great general and the senate remained apart.

F. B. Marsh, *The Founding of the Roman Empire*.

2. Write a translation of the following passage:

The unfair treatment of the poet Simonides, and the punishment that followed.

Dicunt cum cenaret in Thessalia Simonides apud Scopam fortunatum hominem et nobilem cecinissetque id carmen quod in eum scripsisset, in quo multa ornandi causa poetarum more in Castorem et Pollucem scripta fuissent, nimis illum sordide Simonidi dixisse se dimidium eius si quod pollicitus esset pro illo carmine daturum;

reliquum a suis Tyndaridis, quos aeque laudasset, peteret, si ei videretur. Paulo post esse ferunt nuntiatum Simonidi ut exiret; iuvenes stare extra domum duo quosdam qui eum magno opere evocarent; surrexisse illum, exisse, vidisse neminem; hoc interim spatio conclave illud, ubi epulatur Scopas, concidisse; ea ruina ipsum cum propinquis suis oppressum interisse.

Cicero, *De Oratore*, ii, 352-353 (adapted)
(June 1935)

PART III

A

Write a translation of the following passage:
Juno urges Juturna to save her brother Turnus from death.

At Juno e summo, qui nunc Albanus habetur (tum neque nomen erat neque honos aut gloria monti),

prospiciens tumulo campum aspectabat et ambas Laurentum Troumque acies urbemque Latini. Extemplo Turni sic est adfata sororem: "Disce tuum, ne me accuses, Iuturna, dolorem. Dum visa est Fortuna pati Parcaeque sinebant cedere res Latio, Turnum et tua moenia texi; nunc iuvenem imparibus video concurrere fatis, Parcarumque dies et vis inimica propinquat. Non pugnam aspicere hanc oculis, non foedera possum.

Tu pro germano si quid praesentius audes, perge; decet. Forsan miseros meliora sequentur." Vix ea, cum lacrimas oculis Iuturna profudit terque quaterque manu pectus percussit honestum.

"Non lacrimis hoc tempus" ait Saturnia Iuno; "Accelera et fratrem, si quis modus, eripe morti; aut tu bella cie conceptumque excute foedus. Auctor ego audendi." Sic exhortata reliquit incertam et tristi turbatam vulnere mentis.

Virgil, *Aeneid*, xii, 134-160 (adapted)
(June 1935)

B

Show to what extent Virgil's *Aeneid* is a national epic.

C

Answer either question 1 or question 2.

1. (In writing the following passage, consider at every step the meaning rather than the English form of expression. Translate ideas rather than words.)

Translate into Latin:

Our curiosity is naturally prompted to inquire by what means the Christian faith obtained so remarkable a victory over the established religions of the earth. To this

inquiry an obvious but unsatisfactory answer may be returned; that it was owing to the convincing evidence of the doctrine itself, and to the ruling providence of its great Author. But as truth and reason seldom find so favourable a reception in the world, we may still be permitted to ask what were the secondary causes of the rapid growth of the Christian church?

E. Gibbon, *The Decline and Fall of the Roman Empire*, chap. XV (abridged)

2. Write a translation of the following passage:

Aeneas makes a vow.

Tum pius Aeneas stricto sic ense precatur:
"Esto nunc Sol testis et haec mihi Terra precanti,
quam propter tantos potui perferre labores,
et Pater omnipotens et tu Saturnia coniunx,
iam melior, iam, diva, precor; tuque include Mavors,
cuncta tuo qui bella, Pater, sub numina torques;
Fontisque Fluviosque voco, quaeque aetheris alti
religio et quae caeruleo sunt numina ponto:
cesserit Ausonio si fors Victoria Turno,
convenit Evandi vicos discedere ad urbem,
cedet Iulus agris, nec post arma ulla rebelles
Aeneadae referent ferrova haec regna lacescent.
Sin nostrum adnuerit nobis Victoria Martem
(ut potius reor et potius di numine firment),
non ego nec Teucris Italos parere iubebo
nec mihi regna peto: paribus se legibus ambae
invictae gentes aeterna in foedera mittant.

Virgil, *Aeneid*, xii, 175-191
(June 1930)

PART IV

Candidates who wish credit for Two-Year Latin will begin with question 1 and answer as many questions as possible. It is not expected that any candidate who wishes credit for Two-Year Latin will be able to advance very much beyond question 5 or question 6.

Candidates who wish credit for Three-Year Latin (Prose Authors) will begin with question 1 and answer as many questions as possible. It is not expected that any candidate who wishes credit for Three-Year Latin will be able to advance very much beyond question 11 or question 12.

Candidates who wish credit for Four-Year Latin (Poets) will begin with question 7 and answer as many questions as possible.

Candidates who wish credit for Fourth Year Latin (Poets) will begin with question 11 and answer as many questions as possible.

Do not write translations of the passages which follow, but study carefully the meaning of each passage before answering the questions set below it. Be sure that your answers are complete.

Consider the questions of your assigned group *in order*. Do not feel that you have to hurry, or that you have to answer all the questions, inasmuch as there are more questions than most candidates can expect to answer.

1. Eo die Labieno nuntiatur Germanos Gallis auxilio venire. Itaque hos vincere cupiens priusquam illis possent adesse, simulavit se castra movere. Hostes, qui credebant eum effugere conari, statim flumen, quod erat inter duos exercitus, transire coeperunt. Quos quidem Labienus altitudine fluminis impeditos adgressus facile oppressit.

Frontinus, *Strategemata*, ii, 5, 20 (adapted)
(Sept. 1935)

- What was reported to Labienus?
- What did he want to do?
- What strategy did Labienus employ?

2. Haec cum dixisset, Labienus iuravit se nisi victorem in castra non reversurum, reliquaque ut idem facerent hortatus est. Hoc laudans Pompeius idem iuravit; nec vero ex reliquis fuit quisquam qui iurare dubitaret. Itaque omnes victoriam iam certam habebant.

Caesar, *De Bello Civili*, iii, 87 (adapted)
(June 1934)

These lines describe the actions of Pompey and Labienus just before they joined battle with Caesar.

- What did Labienus swear?
- Account for the actions of Pompey and Labienus.

3. Tum Galli amissa omni spe auxili legatos ad Caesarem mittunt: si sibi vitam concesserit, sese insequenti die oppidum esse dedituros. Quibus legatis ille respondit se Caesarem esse neque pacis condiciones a victis accipere.

De Bello Hispaniensi, 19 (adapted)
(June 1935)

- What action did the Gauls take?
- What characteristic could you attribute to Caesar on the basis of these lines?

4. Xerxes, praeditus omnibus praemiis donisque fortunae, non equitatu, non pedestribus copiis, non navium multitudine contentus, praemium ei proposuit qui invenisset novam voluptatem. Qua inventa ipse non fuit contentus; neque enim umquam finem inveniet libido.

Cicero, *Tusculanae*, v, 20 (adapted)
(June 1935)

- Why did Xerxes offer a reward?
- What attitude towards life is expressed in this passage?

5. His rebus cognitis Caesar in magnam spem venit se sine pugna et sine vulnere suorum pacem facere posse, quod re frumentaria copias Afrani interclusisset. Nolebat enim aut secundissimo proelio ullos ex suis amittere aut vulnerari pati

milites qui semper ipsius salutis causa suum periculum neglexissent, praesertim cum non minus esset imperatoris officium consilio superare quam gladio.

Caesar, *De Bello Civili*, i, 72 (adapted)
(June 1935)

- What was Caesar's hope?
- How does this passage reflect credit upon Caesar as a general?

6. Cum sacerdotem quandam ad sacrificium curru vehi ius esset satis longe ab oppido ad fanum, morarenturque equi, tum filii sui veste deposita ad iugum accesserunt. Ita sacerdos advecta in fanum, cum currus esset ductus a filiis, deam obsecrasse dicitur ut id illis praemium daret pro pietate quod maximum homini dari posset a deo. Postea epulati cum matre adulescentes somno se dederunt; prima luce inventi sunt mortui.

Cicero, *Tusculanae*, i, 113 (adapted)
(Sept. 1935)

- What did the sons do for their mother?
- What did the mother do for her sons?
- What is the point of this anecdote?

7. Evidem beatos puto quibus deorum munere datum est aut facere scribenda aut scribere legenda, beatissimos vero quibus utrumque. Horum in numero avunculus meus et suis libris et tuis erit. —Pliny, *Epistularum*, vi, 16.

Pliny is writing to Tacitus, an historian, who wishes to have some information about Pliny's uncle.

- Whom does Pliny consider to be *beatus*?
- Why does Pliny consider his uncle to be *beatissimus*?

8. Homines Graeci, quos antea nominavi, inique a suis civibus damnati atque expulsi, tamen, quia bene sunt de suis civitatibus meriti, summa hodie gloria sunt. Non enim in Graecia solum sed etiam apud nos atque in ceteris terris eos a quibus illi oppressi sunt nemo nominat, horum calamitatem dominationi illorum anteponunt. —Cicero, *Pro Sestio*, 142.
(Sept. 1934)

- What type of man has Cicero mentioned?
- What point is Cicero trying to make?

9. In Tusculo cum essem vellemque e bibliotheca pueri Luculli quibusdam libris uti, veni in eius villam, ut eos ipse (ut solebam) inde promerem. Quo cum venissem, M. Catonem, quem ibi esse nescieram, vidi in bibliotheca sedentem, multis circumfusum Stoicorum libris. Erat enim in eo inexhausta aviditas legendi nec satiari po-

terat; quippe qui, ne reprehensionem quidem vulgi inanem reformidans, in ipsa curia soleret legere saepe dum senatus cogeretur.

Cicero, *De Finibus*, iii, 7.
(Sept. 1933)

- What did Cicero want?
- What was Cato doing?
- What light does this anecdote throw on the qualities of Roman statesmen?

10. Est enim sapientis iudicis cogitare tantum sibi a populo Romano esse permissum quantum commissum sit, et non solum sibi potestatem datam, verum etiam fidem habitam esse meminisse; posse quem oderit absolvere, quem non oderit condemnare, et semper non quid ipse velit, sed quid lex et religio cogat cogitare; animadverte quae lege reus citetur, quae res in quaestione versetur. Cum haec sunt videnda, tum vero illud est hominis magni non se reputare solum esse neque sibi quodcumque concupierit licere, sed habere in consilio legem, religionem, aequitatem, fidem.

—Cicero, *Pro Caelio*, 159
(Sept. 1932)

- What must a judge remember?
- What must he be able to do?
- Show why this ideal of a judge's duty is a lofty one.

11. *Julius Caesar is speaking.*

Sed, cum tanta meo vivat sub pectore virtus, tantus amor veri, nihil est quod noscere malim quam fluvii causas per saecula tanta latentes ignotumque caput; spes sit mihi certa videndi Niliacos fontes, bellum civile relinquam.

Lucan, *De Bello Civili*, x, 172-92 (adapted)
(Sept. 1932)

- What does Caesar want to know?
- What characteristic is Lucan attributing to Caesar in these lines?

12.

Non formosus erat, sed erat facundus Ulixes, et tamen aequoreas torsit amore deas. O quotiens illum doluit properare Calypso, remigioque aptas esse negavit aquas!

Ovid, *Ars Amatoria*, ii, 123-126
(June 1933)

- How is Ulysses described here?
- Give an appropriate title to these four lines.

13.

Iamque dies caelo concesserat almaque curru noctivago Phoebe medium pulsabat Olympum;

Aeneas (neque enim membris dat cura quietem)
ipse sedens clavumque regit velisque ministrat.

Virgil, *Aeneid*, x, 215-218
(June 1935)

- a. What time was it?
- b. Point out the poetic elements in this passage.

14.

"O sate gente deum, Troianam ex hostibus urbem
qui revehis nobis aeternaque Pergama servas,
exspectate solo Laurenti arvisque Latinis,
hic tibi certa domus, certi (ne absiste) Penates."

Virgil, *Aeneid*, vii, 36-40
(Sept. 1935)

- a. Who is addressed in these lines?
- b. Show how this passage reflects the central theme of the *Aeneid*.

15.

Primus sollicitos fecisti, Romule, ludos
cum iuvit viduos rapta Sabina viros.
In medio plausu (plausus tunc arte carebant)
rex populo praedae signa petita dedit.
Protinus exsiliunt, animum clamore fatentes,
virginibus cupiditas iniciuntque manus.
Ut fugiunt aquilas, timidissima turba, columbae,
utque fugit visos agna novella lupos:
sic illae timuere viros sine more ruentes;
constitit in nulla qui fuit ante color.

Ovid, *Ars Amatoria*, i, 101-120 (abridged)
(Sept. 1934)

- a. What did the king do?
- b. What action immediately followed?
- c. On the basis of what reasons could one argue that this passage is poetry?

16.

Iam timor ille Phrygum, decus et tutela Pelasgi
nominis, Aeacides, caput insuperabile bello,
arserat (armarat deus idem idemque cremarat);
iam cinis est, et de tam magno restat Achille
nescio quid, parvam quod non bene compleat
urnam;
at vivit totum quae gloria compleat orbem.

Ovid, *Metamorphoses*, xii, 612-617 (adapted)
(June 1933)

- a. What had happened to Achilles?
- b. Who was the *deus*?
- c. What ideas are found in this passage which are of universal significance?

17.

Nulli se dicit mulier mea nubere malle
quam mihi, non si se Iuppiter ipse petat.

Dicit: sed mulier cupido quod dicit amanti,
in vento et rapida scribere oportet aqua.

Catullus, lxx.

- a. Why is Jupiter mentioned?
- b. Give a suitable title to this poem.

18.

Quicunque ille fuit, puerum qui pinxit Amorem,
nonne putas miras hunc habuisse manus?

Is primum vidit sine sensu vivere amantis,
et levibus curis magna perire bona.

Idem non frustra ventosas addidit alas,
fecit et humano corde volare deum.

Propertius, ii, 12, 1-6.

- a. For whom does the poet feel admiration?
- b. Analyze the image in this passage.

REVIEWS

Die Erfahrung in Platons Ideenlehre: Die Idee als Gestalt der Erfahrung. By Pierre Joannou; pp. 92. Speyer: Pilger-Druckerei, 1936

An effort to prove the importance of experience in Plato's ideal philosophy merits careful thought; Dr. Joannou has assembled much material and devoted much thought and ingenuity to this end, yet the conclusion arrived at, perhaps a bit hastily and with wavering conviction or ambiguous terminology, is a paradox: that the ideas are *forms of experience*. It is true that experience may for Plato 'partake' of the ideas, and it will not be denied that Plato would have us be led by experience to discover the ideas—both are proved by the most eloquent and inspired pas-

sages in Plato, indeed the most inspiring almost in all literature if you will only grant it; yet I think it is going not only against Aristotle but against the very most important passages Dr. Joannou cites, to declare on p. 78, 'Es gibt bei Plato keinen Dualismus: Sinnenwelt und Überwelt.' To be sure, paradox and antinomy are inherent in Plato as in any philosophy, nor do I hold that all Joannou's industry and ingenuity are wasted. The dissertation is full of good things; the point he endeavors to prove is, however partial, well worth arguing.

Paragraphing is often irritatingly poor, with sales-catalogue effect; the Greek passages adduced usually but hardly always support the text, and several fruitful suggestions need work-

ing out with definition of terms and more detailed analysis of Plato's attitude; and perhaps acquaintance with several standard English and American Platonists would be desirable. There are twenty-seven or more misprints, usually not serious in this excellently printed work. (*Georgias* is the most startling.) Joannou's work will be worth watching.

HERBERT B. HOFFLEIT

University of California at Los Angeles

The Aristaeus Episode of Vergil's Fourth

Georgic. By Conrad Opheim; pp. 49. Scottsdale, Pa.: Mennonite Press, 1936. (Iowa Studies in Classical Philology, No. 4) \$0.75

This attempted justification of Servius's statement that the Aristaeus episode replaced an earlier tribute to Gallus, was composed in 1927, laid aside *nonum in annum*, and finally published in 1936, being brought up-to-date by an addendum of three pages. According to the Preface, 'to incorporate this material' at the proper points would have involved 'an extensive rewriting' which 'seemed inadvisable'.

Opheim lists strong and weak verbal parallels between Georgics 4 and the Aeneid (the weak ones, frequently conditioned by subject matter or metrical convenience, are hardly worth cataloguing). He concludes, taking two full-page diagrams and two and one-half printed pages to convey the idea, that the Aristaeus episode, containing three strong parallels with Aeneid 7-12 but fifteen with Aeneid 1-6, shows temporal affinity with Aeneid 1-6, and the rest of Georgics 4 with Aeneid 7-12 (eleven parallels) rather than with 1-6 (nine parallels). Since the difference between eleven and nine is insignificant, this might seem to indicate that the Aristaeus episode belongs to the original draft, having been written directly before Aeneid 1-6; but Opheim, characteristically confusing what seems like probability to him with proof, builds upon Miss Hirst's debatable theory¹ (CQ 10.87-96) that

¹ The inconsistencies which lead Miss Hirst (and likewise Heinze) to believe 7 and 8 were written before 3 have led others—e.g. Sabbadini and Miss Crump—to believe that 3 was written before 7 and 8. On the unjustifiability of any such conclusions, cf. Ogle (AJP 45.260-275). Propertius 2.34.61-66, which Miss Hirst takes as referring to book 7, seems to me to refer rather to book 1: *maiis Iliade* need not suggest 7.45 *maiis opus*, but there are definite echoes of 1.1-7 (note especially *arma, Aeneae Troiani, Lavinis . . . litoribus, iacta, moenia*). Propertius's rather vague reference to Actium need not imply that Vergil has already treated it; what Vergil is dealing with at present (*nunc*, 63) is the warfare and the mission of Aeneas.

Vergil wrote Aeneid 1-6 after 7-12. This view he attributes mistakenly to Ridgeway also (ib. 6.234-245), whose article he quotes but obviously has not read.²

Opheim's method may prove anything and really proves nothing. It works as well, he notes in his addendum with misplaced gratification, for Kumaniecki's wholly different theory concerning order of composition as for Miss Hirst's (may he have equally good luck with any other system of permutations later to be promulgated!). Actually, the echo of an earlier passage in a later book—especially if the parallelism be really strong—is likely not to represent an accidental resemblance due to chronological proximity, but to be deliberate,³ and deliberate repetition may occur after a long lapse of time.

The remainder is a rehash of other people's views. Though Opheim attaches great weight to 'general consensus of opinion' (15), he deals quite inadequately with the commentators on the subject, misrepresenting some (e.g. Prescott), dismissing others too summarily (e.g. Ogle), and ignoring many (e.g. Pulvermacher⁴). More serious still, he has no sense of values: the well-grounded attacks on Servius recently made independently by Anderson⁵ and Norden⁶, which far outweigh numerous casual acceptances, and which if right completely invalidate all Opheim's tracking and counting of parallels, he dismisses among others with the words (46), 'these articles do not bear immediately upon my own problem'.

It is questionable whether masters' theses are worth writing, or, being written, are worth printing. This particular specimen rates a review only because, when a great university accords its *imprimatur* to a work faulty in method and defective in criteria of judgment, a vigorous protest seems in order.

E. ADELAIDE HAHN

Hunter College

² For instance, if Opheim had read Ridgeway (or if he had known Suetonius) he would not have missed the point about the 'obtrusive Ego' at the beginning of the Aeneid quoted by Miss Hirst from Ridgeway.

³ Cf. John Sparrow, *Half-Lines and Repetitions in Virgil* (Oxford, 1931), 111—a thoughtful study which Opheim might have perused with profit.

⁴ Nathan Pulvermacher, *De Georgicis a Vergilio Retractatis* (Berlin, 1890), 32-43. Moreover, see Pulvermacher's extended lists of proponents and opponents, 34, notes 1 and 3—lists which by Opheim's time might have been further extended.

⁵ CQ 27 (1933) 36-45. See, too, Anderson's valuable addendum, ib. 73, not referred to by Opheim.

⁶ *Sitzungsber. d. Preuss. Akad. d. Wissensch., Philos.-Hist. Kl.* 51 (1934) 627-631.